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ABSTRACT

This 196-item annotated bibliography contains components of a competency-based training and certification system for teachers serving children in Pennsylvania day care programs. It is the appendix of a final report sponsored by the Pennsylvania Department of Public Welfare, Bureau of Child Development. The organizational topics and number of articles under each are: Job Content Data (8), Task Analysis (9), Definition of Competencies, Behavioral Objectives (10), Staffing Patterns (25), Assessment Instruments and Procedures (9), Certification and Licensing (19), Individualized Learning Modules (9), Training Designs (42), Curriculum Development (10), Field-Based Training, Internships (10), Training Techniques (4), Child Care Program Descriptions (20), and other Bibliographic Sources (20). (BRB)

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APPENDIX A

ANNOTATED BIBLIOGRAPHY

FINAL REPORT
Contract # 1225 - ME1421

A FEASIBILITY STUDY FOR A COMPREHENSIVE COMPETENCY-BASED TRAINING AND CERTIFICATION SYSTEM FOR CHILD CARE PERSONNEL IN THE COMMONWEALTH OF PENNSYLVANIA

April 1 - June 30, 1972

Submitted to
The Bureau of Child Development
Pennsylvania Department of Public Welfare

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EDUCATIONAL PROJECTS, INCORPORATED

In April 1972, Educational Projects, Inc. (EPI), in behalf of the Pennsylvania Department of Public Welfare, Bureau of Child Development, undertook a study to initiate the development of a comprehensive training and credentialing system based on the concrete knowledge and skills necessary to perform the functions essential to serving children in Pennsylvania day care programs.

A part of that effort was to study the existing research and programs to determine their relevance to the Pennsylvania project and to prepare an annotated bibliography on the findings of that literature search and study.

The Annotated Bibliography is presented as Appendix A of the Final Report. Although over 287 were initially identified in the ERIC search, only 186 of the items considered most useful to the proposed Pennsylvania project are included in the bibliography.

The bibliography is organized according to the components of a competency-based system, so that items can be quickly identified in relation to specific needs. The thirteen topic headings correspond to the areas of research identified in the proposal for the feasibility study and are listed in the table of contents. EPI avoided any duplication with the AACTE Performance-Based Teacher Education: Annoted Bibliography. Consequently, anyone using the EPI bibliography would be expected to make use also of the AACTE work in order to have complete reference sources.

Primary credit for the development of this bibliography goes to Ms. Marilyn Waits and Ms. Katherine Lord of EPI and to Mr. Ken Johnson, Director of the Bureau of Child Development, Pennsylvania Department of Public Welfare, whose leadership has been exemplary.

CONTENTS

		Page
1.	Job Content Data	A-1
2.	Task Analysis	A-2
3.	Definition of Competencies, Behavioral Objectives	A-4
4.	Staffing Patterns	A-6
5.	Assessment Instruments and Procedures	A-11
6.	Certification and Licensing	A-13
7.	Individualized Learning Modules	A-16
8.	Training Designs	A-18
9.	Curriculum Development	A-26
10.	Field-based Training, Internships	A-28
11.	Training Techniques	A-30
12.	Child Care Program Descriptions	A-31
13.	Other Bibliographic Sources	A-35
ERIC Descriptors Researched for Items Relevant to This Study		A-39

1 JOB CONTENT DATA

Bowman, Gurda W., and Anderson, Wilton. Structured Career Development from Teacher Aide to Teacher and Beyond. Washington, D.C.: ERIC on Teacher Education. August 1970. 60 pp. ED 054 047

Description of concepts of career ladders and career lattices for paraprofessionals in education and ways they have been implemented. Aspects of implementation are explained: functions performed, requirements for advancement, training compensation, recruitment and selection, evaluation, and credentailing and certification. Appendix A has job descriptions for Minneapolis aides; Appendix B, job descriptions for New York City and career lattices.

Harris, Phillip L. Paraprofessionals — Their Role and Potential in the Classroom. April 1971. 16 pp. ED 050 910

Discussion of the work of the paraprofessional as divided into clerical, housekeeping, instructional, motivational, and integrational categories. Teachers should have training in management techniques so as to direct effectively paraprofessional activity for best results. Lists flaws in training programs and requisites for insuring a good training program.

The Job Description: Action Toward Career Development. New York: Women's Talent Corps. 1969. 26 pp. ED 049 459

Job descriptions of 20 paraprofessional positions for which the Talent Corps is training people. Information provided includes career classification, job descriptions and the types of community agencies into which jobs have been built.

Johns, Joseph P., and Glovinsky, Arnold. Taxonomy of Paraprofessional Training. Detroit: Wayne County Intermediate School District. 74 pp. ED 049 148

Discussion of the activities of and methods of training the paraprofessional. The duties of the paraprofessional are clerical, monitoring and reinforcing the instructional role. Task sheets are given for each category.

Johnson, Charles E. (ed.), and others. The Feasibility of the Georgia Educational Model for Teacher Preparation — Elementary. Volume III, Job Descriptions. Final Report. Athens: University of Georgia, College of Education. January 1970. 184 pp. ED 042 729

Study providing information as to what kinds of personnel are required to develop and operate the performance-based model program. Detailed job descriptions for 21 key positions and 72 supportive positions are provided.

Lasher, Mirian G., and others. Influences on Teaching Style in Work with Disturbed Preschoolers. Medford: Tufts University. 1970. 26 pp. ED 042 303

Teaching styles of five teacher trainees and one experienced teacher given as observed. Results showed that 1) there was intragroup consistency and intergroup variability, 2) one teacher showed a systematic change over a period of time, 3) teachers tended to give attention to disruptive children and to children whose homes they had visited, and 4) only the experienced teacher showed a dominant and enduring teaching style. Tables of group characteristics, level of teacher activity, amounts of attention given children, etc., are given.

Matsushima, John. National Conference on the Child Care Worker. Summary of Proceedings, Cleveland: Case Western Reserve University and Cleveland College, August 28 - 30, 1967. ED 022 287

Summary of proceedings of a conference held by 26 child care workers from residential treatment centers on the trainability and training needs of child care workers. Information is provided dealing with the purpose and background of the conference, participant background and views on various child care and training subjects.

Mazyck, Harold E. Child Care Paraprofessionals: Characteristics for Selection. Greensboro: University of North Carolina. 1971. 149 pp. ED 053 800

Analysis of characteristics of paraprofessionals, as determined by ratings on the Mazyck Rating Scale for Paraprofessionals. The two characteristics concentrated upon were personal-social and educational-biographical-working relationships. Nine factors were identified: general personal qualities, demographic facts, education, temperament, maturity, work effectiveness, frustrating situations, positive work attitudes, and feelings of security, and the additional characteristic of reaction to stress. See pages 13 - 31, Table I, Appendices A, B and F.

2 TASK ANALYSIS

How to Structure Job Tasks for Training the Disadvantaged. Washington, D.C.: National Civil Service League. September 1970. 33 pp. ED 044 530

List of six steps in job restructuring. Information is included on structuring the training program by determining knowledge and skills to be acquired, abilities to be developed and decisions to be made. Examples of job restructuring, career ladder development and job training sequence are presented.

Lanham, Frank W., and others. Development of Performance Goals for a New Office and Business Education Learnings System. Washington, D.C.: Office of Education. April 1970. 342 pp. ED 041 139

Description of process of developing performance goals, techniques of data collection and task analysis, recommendations on curriculum implementation. Covers final report of Wayne State University project using task analysis of employees in business offices to obtain data for designing curriculum for business education program. Appendices include action verbs used in task identification.

Larson, Milton E. Review and Synthesis of Research: Analysis for Curriculum Development in Vocational Education. Columbus: Ohio State University. October 1969. 75 pp. ED 035 746

Discussion of the use of job analysis and task analysis as the basis for vocational education curriculum design. The review covers resource materials on task analysis, methods of task data collection, types and techniques of task and job analysis, and methods of translating the findings of analysis into curriculum and courses of study.

Sjogren, Douglas. Review and Synthesis of Research on Occupational Adaptability. Columbus: Ohio State University. July 1971. 34 pp. ED 057 182

Intended as an authoritative analysis of the literature in the field. Paper should assist in identifying substantive problems and methodological approaches for teachers and curriculum development specialists. See page five for information on cognitive and affective behaviors. "Job Analysis," pp. 7-8, lists important studies done in vocational education using task analysis.

Systems Approach to the Human Services. Chicago: YMCA, Career Options Research and Development. September 1971. 99 pp. ED 056 420

Demonstration of the impact of systems analysis on functional job analysis for occupations in human services. Discusses data analysis techniques, gives tasks and job descriptions, and core curricula. Document is specific and complete.

Task Analysis for Training the Disadvantaged. Washington, D.C.: National Civil Service League. January 1970. 15 pp. ED 044 529

Guidelines for identifying and stating performance objectives, distinguishing and using job analysis terminology, and testing the accuracy of the task list.

Valett, Robert E. Effective Teaching: A Guide to Diagnostic Prescriptive Task Analysis. 1970. 82 pp. ED 044 849

Guide for teachers who want more effective results when working with disabled children. Designed for in-service and professional training program. Can be used for semi-programmed slef-instruction aid by the experienced teacher.

West, Lloyd W. An Evaluation of the Use of Teacher's Aides in Eckville School. Edmonton: Human Resources Research Council (Alberta). August 1970. 137 pp. ED 045 234

Evaluation of program. First section defines teacher aide and history and rationale for employment, analysis of teaching practices and reactions by students and teachers. Task analysis of teacher aide's role was done by aides keeping worker logs, showing amount of time spent on each task (Appendix II lists tasks). Focus is on freeing teachers' time from clerical duties.

Winkelstein, Ellen, and Wolgson, Gail. The Development of an Infant Curriculum. Paper presented at the annual conference of the New England Educational Research Organization. June 1971. 5 pp. ED 054 861

Infant curriculum developed in an inner city industry-based day care center. Studied relation to objects, vocal and gestural initiation. Eight to 19 months was the age range covered. Videotapes and continuous written observation were made of instructional procedures and infant responses. Outcome indicated that infants did progress and that there is a reasonable starting point for development.

3 DEFINITION OF COMPETENCIES, BEHAVIORAL OBJECTIVES

Bushell, Don, Jr. The Behavior Analysis Classroom. Lawrence: University of Kansas, Department of Human Development. 1970. 22 pp. ED 047 775

Presentation of steps to define instructional objectives for academic or social skills in a behavior analysis classroom. Curriculum, daily schedule and the use of reinforcement techniques are described.

Dietz, Thomas S. An Institute Program Designed to Train Vocational Education and Academic Teachers for the Development of Performance Objectives. Willingboro: Willingboro New Jersey Public School District. February 1971. 47 pp. ED 055 037

Program designed to implement a program of orientation for teachers to enable them to develop individual instruction within their home districts. Self-motivation, pacing and self-evaluation were to take place in an individualized manner in the classroom to allow teachers to move at their own rate. Every participant wrote objectives and constructed an instructional learning package acceptable to the staff. Learning packages were supported by audio-visual equipment, student-instructor conferences, etc.

Eiss, Albert F., and Harbeck, Mary Blatt. Behavioral Objectives in the Affective Domain. Washington, D.C.: National Science Supervisors Association. 1969. 42 pp. ED 028 101

Definition of the problems of specifying objectives in behavioral terms for the affective areas of attitudes, interests, motivation and values. Suggests list of action verbs that can be used in writing objectives in the affective domain, gives examples, and offers evaluation techniques for measuring the achievement of such objectives.

Elam, Stanley. Performance Based Teacher Education. What is the State of the Art? Washington, D.C.: American Association of Colleges for Teacher Education. December 1971. 28 pp. ED 058 166

First of a series of publications to clarify concepts making up the performance-based teacher education "movement." Definitions, historical context, responses, elements, characteristics and impacts are all included in sections covering the background, descriptions, implications, problems, issues and concerns of performance-based teacher education.

Lindahl, Donald Gene. Commonalities in the Professional Educational Competencies of Selected Community College Instructors. Corvallis: Oregon State University (dissertation). June 1971. 95 pp. ED 051 418

Analysis of responses to competency questionnaires given to 160 teachers to determine the nature of common professional educational competencies of community college vocational teachers. The most important competencies were those relating to instructional management, such as teaching and guidance strategies, while lowest ranking competencies were those relating to program management, including interpretation of history, philosophy, requirements and laws dealing with education. The generated commonalities indicate that community college vocational teachers, regardless of program area, state or college, need proficiency in a common core of performance-based professional education competencies.

Mager, Robert F. Preparing Instructional Objectives. Palo Alto: Fearon Publishers. 1962. 60 pp. ED 018 143

Presentation of specific help in writing objectives that are definitive in nature and can serve as evaluation criteria. Discusses the qualities of meaningful objectives, identifying the terminal behavior, and stating the criterion.

Massanari, Karl. Performance-Based Teacher Education: What's It All About? Washington, D.C.: American Association of Colleges for Teacher Education. April 1971. 9 pp. ED 055 972

Discussion of the objectives for pupil learning in terms of the necessity for their translation into appropriate teaching competencies before a teacher preparation program can be designed. Performance-based programs give emphasis to a sharper focus on objectives, attention to individual differences, integration of theory and practice, and change in the role of the teacher.

McMillan, N.W. A Model for a Performance-Based Teacher Education Program at Shaw University. Final Report, Part II. Raleigh: Shaw University. June 1971. 200 pp. ED 056 974

Report containing methodology for writing behavioral objectives, a list of objectives for school age children, and innovative modules for teacher education.

Miles, David T., and Robinson, Roger E. The General Teaching Model. Carbondale: Southern Illinois University, College of Education. January 1971. 49 pp. ED 055 966

Procedural guide for design, implementation, evaluation and improvement of curriculum. It is considered applicable to all levels of education, all subject matters, and any length of instructional unit. The selection and specification of instructional objectives is the most important step in the model. Once an instructional objective is selected, it should be specified in behavioral terms which describe what students are able to do upon completion of a unit of instruction.

Sourcebook for Implementing Accountability. Tucson: Educational Innovators Press. 1971. 42 pp. ED 055 989

Systematic procedure for determining learner needs in the form of a hierarchy of performance objectives.

4 STAFFING PATTERNS

Allen, Dwight W., and Kline, Lloyd W. Differentiated Staffing. 32 pp. ED 051 119

Differentiated staffing as offering ways of changing old patterns of teachers who have had to perform bookkeeping and clerical duties and to meet the psychological needs of students on a salary based on length of service. (See ED 051 120 for How to Build a Model of Staff Differentiation Step by Step in the Development of a Situational Specific Site Model of Differentiated Staffing.)

Barbrack, Christopher R., and Horton, Della M. Educational Intervention in the Home and Paraprofessional Career Development: A First Generation Mother Study. Nashville: George Peabody College for Teachers, Demonstration and Research Center for Early Education. 34 pp. ED 045 190

Study to construct and explore the feasibility of a "career ladder" for persons interested in early education. Subjects of the study were 12 black preschoolers and their families. The paper briefly covers the emphases of a two-phase training program.

The Children Are Waiting, The Report of the Early Childhood Development Task Force. New York: Early Childhood Development Task Force for New York City. June 1970. 150 pp. ED 055 648

Examination of available and needed early childhood educational services in New York City. Sections are: A Look at Programs, Parent and Community, Staffing Qualifications, Department of Early Childhood Services, Expansion of Facilities. Under Staff Qualifications, the City Health Code has more stringent standards than state and Federal regulations, but due to community pressures there has been some leniency of interpretation to enable competent people to advance to group leaders.

Community Cooperative Nursery School, Menlo Park, California: A Preschool Program Involving Mothers as Organizers, Helpers and Decision Makers. Model Programs -- Childhood Education. Palo Alto: American Institute for Research. 1970. 15 pp. ED 045 222

Booklet discussing the Community Cooperative Nursery School's preschool education program for children who come from wide socio-economic levels. Sources of more information on this program are provided, especially for Model Programs Childhood Education in general.

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Demonstration and Training Project for Migrant Children, McAllen, Texas Early Childhood Learning System. Final Evaluation Report, 1970 - 1971. Austin: Southwest Educational Development Laboratory. July 1970. 43 pp. ED 053 812

Discussion of the major components of this bilingual program: instructional materials, staff development, and parent-school-community involvement. Ninety children participated. The results of the children's curriculum-referenced tests are presented.

Demonstration Nursery Center for Infants and Toddlers, Greensboro, North Carolina: A Model Day Care Center for Children Under Three Years. Palo Alto: American Institute for Research. 1970. 19 pp. ED 045 215

Discussion of the staff of the Greensboro Demonstration Nursery Center and how they work to achieve a correct environment for each child in the program. The center was established to create a quality day care program, to define the components of quality day care for infants and to help North Carolina establish standards for infant care.

Emlen, Arthur C. Neighborhood Family Day Care as a Child Reading Environment. Portland: Oregon State University. November 1970. 29 pp. ED 049 840

Report of field study on attitudes and behavior of working mothers and neighborhood caregivers. Discusses the differences of two groups: friends who cared for children and strangers who cared for children, for personal role satisfaction and economic reasons. Goals and methods of Day Care Neighbor Service, a two-year demonstration project, are discussed.

Fitzsimmons, Stephen J., and Rowe, Mary P. A Study in Child Care. Volume I: Findings/Day Care Programs Reprint Series. Washington, D.C.: HEW, Office of Education. April 1970. 82 pp. ED 051 911

First of a four-part series to seek and describe formal child care arrangements and to investigate the cost of reproducing these centers and home care arrangements. It covers a wide range of centers throughout the country. An overview of each center is presented. Appendix A deals with general program information.

Fowler, William. Developmental Learning Approach to Infant Care in a Group Setting. Toronto: Ontario Institution for Studies in Education. February 1971. 51 pp. ED 049 818

Report on a successful example of a general pervasive approach to stimulation, in a group setting. The program was designed to facilitate infants' cognitive personality, and to stimulate social development through personalized adult-child interaction, guided learning situations, free play and specialized care.

Gordon, Ira J., and Guinagh, Barry J. A Home Learning Center Approach to Early Stimulation. Gainesville: University of Florida, Institute for Development of Human Resources. February 1969. 22 pp. ED 056 750

Report on a project to continue investigation of the effectiveness and practicability of a home-centered technique for cognitive, language and personality development of mother and child to help break the poverty cycle. The plan consists of a family service, home or "backyard" center with a workload of eight sessions (four days) with children and one day of in-service education training. The report discusses its research plan, methods of procedure, treatment, development of materials, the home center, and parent education.

Grosser, Charles (ed.), and others. Nonprofessionals in the Human Services. 1969. 285 pp. ED 047 246

Exploration of the problems and possibilities of employing non-professionals. It discusses tapping the resources of manpower of the inner city for employment in social work, mental health and psychology. Certification and status, training and manpower development efforts, issues in formulating social policies, and professional attitudes in clinical psychology are also examined.

Jacobson, Claire. Work Relations Between Professionals and Paraprofessionals in Head Start. Interim Report (April 1, 1969-August 31, 1970). New York: Bank Street College of Education. 1970. 52 pp. ED 054 082

Report on differences in work relations between teachers-teacher aides and social workers-social service aides from two centers. The study examines attitudes toward paraprofessional role definitions, roles performed by paraprofessionals, working relations between paraprofessionals and professionals, the kind of work ethic which develops, and effects of employment on paraprofessionals.

Jennings, Luther, and others. Competencies of Teachers and Interns: Implications for Teacher Education. Los Angeles: Occidental College. 1971. 14 pp. ED 056 998

Study to determine how much and what difference there is in teaching competencies between a group of experienced teachers and a group of interns. Experienced teachers were more effective in teaching, but interns rated higher in solving simulated teaching problems.

Kassell, Myrna. Neighborhood-Based Child Care Service for the Inner-City: A Service Model, A Staffing Plan and a Program Implementation Strategy. Chicago: Illinois State Department of Labor, Chicago Human Services Manpower Career Center. February 1971. 92 pp. ED 054 342

Discussion of a feasibility study undertaken to develop a model to put the needs of children first, provide supportive human services to family unit, provide inner-city residents with career opportunities in the child care field, and develop and sustain full community participation in program management. See pages 25-37 for staffing and career development, Appendix VII for job descriptions, pages 28 and 42 for classification series for child care workers, and Appendix VIII for proposed community college curriculum.

Lane, Elizabeth M. (ed.). Early Childhood Education Program, ESEA Title I, FY 1970. Project Reports, Volume V, Book 2. Dayton: Dayton Public Schools. 1970. 159 pp. ED 052 820

Discussion of an overview of the ECE program, a description of the program components, and an evaluation. Section I covers program organization and staff roles; Section II, special staff workers and involvement of parents; and Section III children's improvement of cognitive skills from experience in the program, which, unless reinforced, is soon lost.

Lunch, Patrick, and Handy, H.W. Differentiated Staffing in Education. Washington D.C., Educational Service Bureau, Inc., Administrative Leadership Service. 1970. 95 pp. ED 046 100

Document focusing on the press for specialization, the creation of new staff roles through differentiation and the changes in systems as a result of role differentiation. Examples are given of three school districts with differentiated staffing.

Matthews, Howard A. Career Opportunities for Associate Personnel Manpower. Proceedings of the Intergovernmental Conference on the Utilization of Highly Qualified Personnel. Venice, Italy: October 25-27, 1971. 41 pp. ED 057 253

Report on topics discussed at this conference, including demands for the associate professional which are creating new jobs, job restructuring, the need to change formal educational systems, and the concept of education which should be changed to include society as an educational system.

Pillot, Gene M. A System Model of Differentiated Staffing. A Project Implemented at Pilot Schools Under Direction of School Board of Sarasota County, Florida. Sarasota: Sarasota County Board of Public Instruction. 1970. 29 pp. ED 052 142

Model design, vertical and horizontal implementation. The five verticle levels of professional personnel include consulting teacher, directing teacher, staff teacher, instructor, and resident intern, who are assisted by paraprofessional personnel. The horizontal differentiation is divided into four broad functional areas: instruction, staff development, administration, and planning (research-evaluation-reporting). Implementation is listed in six steps.

Project Head Start 1968: The Development of a Program. Washington, D.C.: Office of Child Development. October 1970. 49 pp. ED 055 650

Profile of Head Start as it was in 1968. Report depicts Head Start centers, their programs, and characteristics of participating staff. Pages 38 through 43 of the paper describe the staff in terms of their positions, their points of origin, and what positions were filled by what percentage. Their general characteristics are broken down into age, ethnic/cultural backgrounds, sex, who were volunteers and who worked on a regular basis, what degrees they held if any, or how many years of school they had attended. The profile also covers family income and, finally, how many had previously worked in summer programs.

Report of the NEA Task Force on Paraprofessionals. Washington, D.C.: National Education Association. 1970. 18 pp. ED 044 365

Report summarizing findings of the Task Force which met to review ongoing programs concerned with paraprofessionals. The Task Force heard from several NEA units and from paraprofessionals themselves. The report contains a brief examination of the history and present status of paraprofessionals, a discussion of definition, roles, functions and needs of paraprofessionals, and recommendations of the Task Force to NEA.

Ruderman, Florence A. Child Care and Working Mothers: A Study of Arrangements Made for Daytime Care of Children. New York: Child Welfare League of America, Inc. 392 pp. ED 045 175

Report of a study revealing that subject clientele came from normal homes, that much of the in-home care for infants took place in the caretaker's home, that the staff reflects low standards of selection and is difficult to recruit, and that good care must be differentiated according to the age of the child.

Siv, Thorsell, and Karre, Marianne. Before School Starts. For Children's Minds, Not Just to Mind the Children, and The Childre Centre as Seen by a Parent. Stockholm: Swedish Institute. 1969. 27 pp. ED 051 873

Document containing two articles which describe Swedish Child Centers (day nurseries, nursery schools, and after-school centers). One discusses overall aims, facilities, use, standards and staff. The second is a critique of child centers from the parent's point of view.

Spaziani, Richard L., and Courtney, E. Wayne. The Application of Bloom's Cognitive Taxonomy to Selected Professional Education Competencies. Corvallis: Oregon State University, Department of Vocational Education. July 1971. 63 pp. ED 052 376

Report of a study intended to determine the hierarchical levels of 99 common professional education competencies needed by community colleges and secondary schools and vocational instructors. Five factors were considered: instructional organization, instructional process, professional image, preparation for instruction, and extracurricular activities. Six levels used in according rank were knowledge, comprehension, application, analysis, synthesis, and evaluation.

Tennant, Christine S., and Longest, James W. Professional and Paraprofessional Role Differentiation. Washington, D.C.: presented at the Rural Sociological Society Annual Meeting. August 1970. 59 pp. ED 043 843

Paper dealing with role conflicts which occur when roles are undefined and/or competitive. The authors offer suggestions for modifying the conflict problem, alleviating it, or preventing its appearance. The systems approach is recommended as the best way to handle role definition, i.e., determine overall purpose of agency, define purpose in terms of specific objectives needed, and identify various methods, personnel, and facilities needed to meet these objectives. Subdividing agency activities into task functions is suggested.

Yabroff, Bernard, and Matland, Marcus A. New Careers for the Subprofessional. Washington, D.C.: National Center for Education Research and Development. 1970. 26 pp. ED 049 357

Results of a conference on employment of subprofessionals in human services occupations. Dual roles of schools in both preparing and employing to fill the manpower shortage are discussed. Job design and career development, career ladders in health and education, recruitment, selection and training, released-time training, budgeting and planning are offered as suggestions for instituting a successful program.

5 ASSESSMENT INSTRUMENTS AND PROCEDURES

Bilsky, Linda. Evaluation of a Specialized Nursery School Program for Emotionally Disturbed Children. Interim Report. New York: Columbia University, Teachers College. August 1970. 14 pp. ED 046 197

Discussion of the usefulness of teacher rating and observational techniques in the evaluation of a preschool program for emotionally disturbed children, with emphasis on evaluation of the overall program rather than of the training aspect.

Boyd, Joseph L., Jr., and Shimberg, Benjamin. Developing Performance Tests for Classroom Evaluation. Princeton: ERIC Clearinghouse on Tests, Measurement, and Evaluation. June 1971. 17 pp. ED 052 259

Presentation of instruments used in facilitating the accurate assessment of an individual's overall competency and the procedures followed. Included in the summary are the factors involved in grading, a discussion of relative importance of product and process evaluation.

Cameron, Walter A., and Cotrell, Calvin J. Remote Feedback Techniques for Inservice Education. Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase X Interim Report. Research and Development Series #40. Columbus: Ohio State University, Center for Vocational and Technical Education. July 1970. 86 pp. ED 042 901

Report giving conclusions and findings for three remote feedback techniques involving micro-teaching and video recording tested with in-service teacher education to teachers in isolated circumstances.

Cooley, William W. Methods of Evaluating School Innovations. Washington, D.C.: Paper presented at the 79th Annual Convention of the American Psychological Association. September 1971. 30 pp. ED 057 087

Report dealing with evaluation research on specific educational programs attempting to adapt instruction to individual differences. Focus is on the Pittsburgh Learning Research and Development Center and the Follow-Through Program.

Doty, Charles R., and Cotrell, Calvin J. Assessment of Micro Teaching and Video Recording in Vocational and Technical Teacher Education Feedback Techniques in Inservice Methods Courses. Columbus: Ohio State University, Center for Vocational and Technical Education. November 1971. 52 pp. ED 057 206

Study designed as a field test of those techniques of micro-teaching and video recording in in-service vocational and technical education. The two techniques were tested at three New York sites and the results consisted of a collection of teacher performance data.

Emmer, Edmund T., and Millett, Gregg B. An Assessment of Terminal Performance in a Teaching Laboratory: A Pilot Study. Austin: University of Texas, Research and Development Center for Teacher Education. August 1968. 11 pp. ED 055 981

Evaluation of the effects of a sequence of micro-teaching tasks on the teaching behavior of secondary education students. The results support the continued use of and experimentation with micro-teaching in the undergraduate preparation of teachers.

English, Fenwick W., and others. Evaluating the Effects of Implementing a Differentiated Teaching Staff: Problems and Issues: A Tentative Position Paper for Use in Project Evaluation. Mesa: Mesa Arizona Public Schools. November 1971. 20 pp. ED 056 993

Describes a framework established for means of evaluating the results of differentiated staffing, dealing only with evaluation design and the problems of variable factors and data collection. Does not discuss staffing patterns used.

Howell, John J. Performance Evaluation in Relation to Teacher Education and Teacher Certification. New York: City University of New York, Division of Teacher Education. April 1971. 27 pp. ED 055 974

Overall general discussion of problems in evaluating performance of teachers.

Victor, Jack, and Coller, Alan R. Preliminary Report on the Use of Several Early Childhood Inventories for the Evaluation of Educational Programs. New York: New York University, Institute for Developmental Studies. March 1968. 36 pp. ED 051 259

Discussion of ECIP, Early Childhood Inventories Project, which was established to originate aptitude/achievement type inventories for assessing specific behaviors of young children (especially the disadvantaged). Various aspects of the project are reviewed. Thirteen sub-tests and possible ranges of scores, score sheet, tables of means, standard deviation, and others are listed.

6 CERTIFICATION AND LICENSING

Andrews, Theodore E. A New Style of Certification. Albany: New York Sate Education Department, Division of Teacher Education Certification. March 1971. 14 pp. ED 055 971

List of four standards proposed for developing trial projects in teacher education leading to competency-based certification.

Basic Factors About Licensing of Day Care. Washington, D.C.: Day Care and Child Development Council of America, Inc. October 1970. 12 pp. ED 047 817

Article providing answers to the following eight questions: Why is day care licensed? How is day care defined for licensing purposes? Which states license day care services? Which department of state government licenses day care? What procedures are involved in licensing? What facilities are covered by state licensing laws? Is there a licensing fee? How can day care licensing become more responsible to the community needs?

Burdin, Joel L. (ed.), and Reagan, Margaret (ed.). Performance Based Certification of School Personnel. Washington, D.C.: Association of Teacher Educators. 1971. 132 pp. ED 049 152

A document presented in three parts: I) containing five papers on performance-based certification; II) covering detail plans for changing certification procedures, and a list of forces and agencies helping or hindering; III) considering the impact performance criteria will have on teacher certification in substituting demonstrated teaching ability for the traditional approved program of studies.

Class, Morris E. Licensing of Child Care Facilities by State Welfare Departments: A Conceptual Statement. 1968. 67 pp. ED 046 489

Analysis of structural and operational aspects of licensing by welfare departments. Philosophies of licensing child care facilities as a preventive social service are presented. An historical note on the development of child care licensing and a selected bibliography are included.

Collins, James F. Identifying New and Emerging Patterns of Schools, University Partnerships in Teacher Education and Their Implications for Research. Syracuse: Syracuse University, New York School of Education. 1970. 9 pp. ED 042 692

Document dealing with Student Teaching Centers with a full-time center coordinator and joint councils with policy-making responsibilities. The booklet is composed of reports from the State Department of Education, all participating Institutions of Higher Learning, and the school system. Lists of implications for research are also included.

Daniel, K. Fred. Performance Based Teacher Certification: What Is It and Why Do We Need It? Tallahassee: Florida State Department of Education. August 1970. 12 pp. ED 045 551

Presentation of Florida's plan to move certification practices gradually along a continuum toward more performance-based teacher certification with traditional components being replaced by new ones as they become available. Activities to encourage such movement include development of broad teacher education outlines and a plan coordinated at the state level for designing and disseminating individualized teacher education modules.

Early Childhood Development: Alternatives for Program Implementation in the States. A Report of the Education Commission of the States Task Force on Early Childhood Education. Denver: Education Commission for the States. June 1971. 103 pp. ED 051 436

Discussion of topics examined by the Commission, including state organizational structure, alternative approaches, objectives, training and certifying personnel, physical facilities, methods of providing state financial support, and implementation. The purpose of the report is to provide state-level policy makers with basic data about important alternatives to be considered as a state initiates or expands early childhood education programs.

The Florida Program for Improving the Training, Evaluation, and Licensing of Education Personnel. Tallahassee: Florida State Department of Education. April 1971. 10 pp. ED 055 050

Description of the Florida program designed to move the state toward competency-based programs of teacher education. This strategy has two facets: to provide greater flexibility in operating local education and to make local personnel accountable for results. A variety of teacher education programs will eventually require teachers to master only those competencies demonstrated by research to be related to pupil learning.

Frinks, Marshall L. Planning and Effecting Improvements in the Preparation and Certification of Educators; Emerging State Relationships and Procedures. Denver: Improving State Leadership in Education. July 1971. 57 pp. ED 055 062

Study documenting the existing dissatisfactions with current certification and teacher education preparation practices. New approaches discussed are performance-based certification, differentiated staffing, teacher education centers, and interstate reciprocity agreements. Specific programs are mentioned in each section.

Golden, William Cecil. The Role of the State Department of Education In Managing Teacher Education and Cooperation. San Diego: speech presented to Council of Chief State School Officers. July 29, 1971. 19 pp. ED 055 045

Description of method of performance-based teacher certification based on program approval being developed as part of Florida's program to improve education management, accountability, etc. Institutes are required to engage in procedure for determining competencies and methods of assessment. As research identifies

competencies related to pupil learning, they will become part of the state program approval standards.

Hite, Barbara. The WWSC Clinical Program for Teacher Education. Bellingham: Western Washington State College. April 1971. 17 pp. ED 056 973

Discussion of an alternative developed two years ago by the Education Department of Western Washington State College to the standard program leading to initial teacher certification. It is a clinical program based on the Comfield Elementary Teacher Education Model, and consisting of five major components: in-service training for supervisory teaching, entry program, foundations component, laboratory component, and practicum (students become interns). The author describes the management of the program and the comparative cost per quarter of student teaching in the standard program.

McFadden, Dennis N. Final Report on Preschool Education to Ohio Department of Education. Columbus: Battelle Memorial Institute. September 1969. 120 pp. ED 045 200

The findings of a report on preschool education in Ohio revealing that there is a great need for preschool programs. The report recommends curricular content, teacher training, welfare services, administration, and work in conjunction with existing and needed legislation to determine a statewide policy for early childhood education in Ohio.

New Directions in Certification. Improving State Leadership in Education. Olympia: Washington State Board of Education. September 1970. 39 pp. ED 043 796

Proposal of a new and innovative program of teacher certification which is program- and performance-centered. It deals with the need for change in certification policy to an emphasis on the ability or competence of the teacher to teach. New certification regulations in Washington State are based on professional preparation, school organization, discussion of preparation based on performance, and individualized preparation and career development programs.

Schalock, H. Del. Alternative Strategies and Foci for Teacher Education. 1970. 16 pp. ED 055 973

Discussion of whether performance-based certification should be defined as teacher behavior, and what its desired outcomes should be. The author raises questions regarding the relationships between the criteria and the teacher training programs.

Schalock, H. Del. The Focus of Performance-Based Certification: Knowledge, Teaching Behavior, or the Products that Derive from a Teacher's Behavior. Paper presented to the "Performance Based Certification Conference," Florida State Department of Education. May 1970. 10 pp. ED 045 550

Document requesting that criteria for certification be made explicit and that students of teaching be held accountable in relation to these criteria. Arguments are presented to make a case for demonstration of the ability to bring about specific instructional outcomes as the basis for certification. Included

is a list of issues which need to be resolved if teaching behavior or the products of that behavior become the basis for certification.

Standards for Day Care Centers for Infants and Children Under Three Years of Age. Evanston: American Academy of Pediatrics. 1971. 29 pp. ED 053 794

Description of standards developed by a committee of the Academy for the following primary purpose: to offer sound basis for promoting learning and the development of the infant, plus support and encouragement for the mother in her care for the child. The eight chapters deal with the basis principles, administration, personnel, records, the program, health services, nutrition, and facilities.

State and Local Day Care Licensing Requirements. Summary Report on Phase I of Day Care Licensing Study. Seattle: Consulting Services Corporation. August 1971. 52 pp.

Report on the various ways states organize the process of day care licensing and the local agencies involved. It discusses the procedural steps for each type of regulation. Included are ten appendices which bring up to date regulation changes anticipated in 1971 and 1972.

Stinnett, T.M., and Pershing, Geraldine E. A Manual on Certification Requirements for School Personnel in the United States. 1970 Edition. Washington, D.C.: National Education Association. 1970. 221 pp.

An outline of certification requirements for school personnel, including a chapter on innovations in certification-accreditation, and a chapter on standards and procedures.

Ward, Charles F. Perspectives on Accreditation of Postsecondary Occupation Education. Raleigh: North Carolina State University, Center for Occupational Education. 1970. 100 pp. ED 053 321

Collection of some of the papers presented at a National Conference on Accreditation of Public Postsecondary Occupational Education, sponsored by the Center for Occupational Education. Topics involved include the American Vocational Association and development of standards for occupational education.

7 INDIVIDUALIZED LEARNING MODULES

Borg, Walter R., and others. The Minicourse. A Microteaching Approach to Teacher Education. Berkeley: Far West Laboratory for Educational Research and Development. 1970. 256 pp. ED 045 577

A paperback book designed to show how these courses can make a significant contribution to the present system of teacher education and describing how research and development are used in education. The minicourse program is presented as an example.

Bjorkquist, David. What Vocational Education Teachers Should Know About Individualizing Instruction. Columbus: Ohio State University, Center for Vocational and Technical Education. November 1971. 15 pp. ED 057 184

Booklet covering the following focal points: classroom objectives, characteristics of the learner, the learning process. General guidelines for individual instruction are: the task to be learned should be divided into components which can be accomplished by the learner, the instructional program should begin at a point commensurate with the learner's capabilities and prior knowledge, and the principles by which individuals learn should be used in planning and selecting individualized instruction.

Ciancolo, Patricia J. Feasibility of Instructional Modules in Teaching Children's Literature to Undergraduate Students. Interim Report. East Lansing: Michigan State University, College of Education. May 1971. 14 pp. ED 056 980

Module utilizing two new educational strategies: a set of performance-based instructional modules and a style similar to the open classroom approach. Evaluation by students indicated a positive reaction to the course and to the use of instructional modules.

A Comprehensive Program for the Training of Elementary School Teachers at Shaw University. Final Report, Part I. Raleigh: Shaw University. January 1970. 118 pp. ED 044 354

Description of the current elementary teacher education program at Shaw. Conclusions and recommendations include passages dealing with individual instruction, a focus on specific learning competencies, and a five-year program with six professional components including child development, teaching theory and practice, and self-directed components.

Cooper, James M., and others. Microteaching: Selected Papers. Washington, D.C.: Association of Teacher Educators. September 1971. 63 pp. ED 055 960

"Microteaching: History and Present Status," the first paper in this collection, is a history of microteaching from its development in 1963, followed by an explanation of the rationale of microteaching and descriptions of several possible uses for it. The second paper, "Microteaching in Teacher Education Programs," discusses three programs, the Stanford Teacher Education Project, the Birgham Young University Program, and the San Jose State College Study.

Hansen, John H., and Anderson, Robert A. Trainer's Manual: Interaction Analysis. Portland: Oregon University. December 1969. 220 pp. ED 057 003

Manual providing a programmed developmental sequence to provide in-service and pre-service training for professional educators, teachers, supervisors, and administrators. It is designed to be used in a flexible workshop setting with a maximum of 30 participants per instructor. Developmental activites suggested are categorized in three phases of interaction analysis instruction: tallying, analysis and interpretation, and usage.

Individualized Inservice Teacher Education: A Performance Based Module. Tallahassee: Florida State University, Department of Education, Division of Elementary and Secondary Education. January 1971. 27 pp. ED 055 049

Module originally designed for a 75-minute workshop, but which can be used in other situations. The procedures outlined include pre-assessment, activities providing input, individualized input and practice with feedback, and evaluation. Documentation includes an evaluation sheet, post-assessment achievement test, key for evaluation, practice exercises, and component checklist.

Joyce, Bruce, and others. Materials for Modules: A Classification of Competency-Oriented Tools for Teacher Education. New York: Columbia University, Teachers College. June 1971. 111 pp. ED 057 016

Description and analysis of the present state and future needs of performance-based materials. Eleven categories are used to classify the major competency-type, substantive emphasis on function. Analysis for behavioral status, the kinds of behavioral objectives attended to, their activity structure, and administrative features are included.

Microteaching and the Minicourse, a Manual for Planning and Implementation. Patchoque, New York: Suffolk County Regional Center. 45 pp. ED 045 552

A manual intended to aide school districts in adopting the microteaching minicourse as an in-service educational program for improving specific behavioral skills of teachers. (ESEA Title III Project.)

8 TRAINING DESIGNS

Abbott, Margaret. Teacher Aide Training Program, Grand Forks, North Dakota, 1970. Grand Forks: Grand Forks Public Schools. 1970. 107 pp. ED 045 587

Program description, curriculum outlines (objectives and course outlines for each part of the curriculum), and evaluation of the two-week summer pre-service program. The program operation, objectives and procedures for selecting trainees are described.

Appalachia Preschool Education Program, Charleston, West Virginia: A Three-Part Preschool Program Combining a Television Program, Paraprofessional Home Visitors, and a Mobile Classroom. Model Programs -- Childhood Education. Palo Alto: American Institute for Research. 1970. 17 pp. ED 045 216

Program for reaching rurally isolated children to prepare them for first grade by using educational television, home visitors, and a mobile classroom. Sources of detailed information are provided.

Axford, Roger W. The Teacher Aide. An Answer to the Teacher Shortage. Augusta: Maine State Department of Education. 1968. 23 pp. ED 043 811

Discussion of the summer institutes where courses were offered to teacher aides in psychology, instructional media, library work, safety and health. Recommendations from the summer institutes instructors were that teachers be trained to use paraprofessionals, five courses be accepted as a core for teacher aide training, and that the institutes be continued over a longer period of time.

Barbrack, Christopher R. Dissemination of the DARCEE Model to Head Start: Results of a Training Program for Head Start Teachers and Teacher Aides. Nashville: George Peabody College for Teachers, Demonstration and Research Center for Early Education. 84 pp. ED 054 062

Description of the DARCEE (Demonstration and Research Center for Early Education) preschool model chosen to be implemented in six Nashville Head Start Centers. The study compared two DARCEE training forms for teachers and teacher aides and compared them against a group receiving no training. The results of tests between the groups of teachers and of the children who were in the various groups are given.

Barbrack, Christopher R., and others. A Guide for Home Visitors (Preliminary Draft). Nashville: George Peabody College for Teachers, Demonstration and Research Center for Early Education. August 1970. 797 pp. ED 055 644

Guide dealing with DARCEE's home visiting program. It is intended to help provide information for persons in training to be home visitors and to help trainees develop skills and attitudes needed for changing maternal patterns of interaction where necessary. A general description of the DARCEE approach along with a series of visits to one home are included. Home conditions which influence learning are discussed.

Berman, Samuel P. "A Report on a CWLA Project to Train New Child Care Workers." Child Welfare, 49, 3. March 1970. Pp. 156 - 160. EJ 017 849

A pilot project where 542 unemployed or underemployed persons in five cities were trained to become child care workers. The pros and cons of the project are discussed.

Boyer, Marcia A. Cooperative Work-Experience Education Programs in Junior Colleges. Washington, D.C.: American Association of Junior Colleges. October 1970. 14 pp. ED 042 455

List of combination course work and related work experience in educational programs at the junior college level. San Mateo's teacher assistant training program is discussed. The value of programs is viewed from the standpoints of students, college, employer, and community. Various program designs are reviewed. Reported areas of difficulty by colleges are: student supervision, relevance of work, experience to course work, scheduling, conflicts, financial remuneration, and placement.

Boyer, Marcia A., and Overall, Jesse. Paraprofessional Training Programs in Junior Colleges. Washington, D.C.: American Association of Junior Colleges. February 1971. 4 pp. ED 045 088

Discussion of four paraprofessional training programs offered by junior colleges: teacher aide, library technician, social work assistant and allied health and medical assistant. All programs have on-the-job training in addition to formal education.

Burns, Martha A. New Careers in Human Service: A Challenge to the Two-Year College. University Park: Pennsylvania State University, Center for the Study of Higher Education. March 1971. 87 pp. ED 049 732

A report on a project to identfy and study educational programs which prepare paraprofessional personnel for human services occupations. One of the objectives of the report was to describe the present status of human service occupational education. 194 colleges in 36 states and Canada have a total of 1006 human service programs in 12 general fields, including child day care center and home-making services, education, environmental services, institutional services, medicine, and social work.

Child Care Training Project, Operational Phase and Employment. Final Report. New York: Child Welfare League of America. January 1970. 111 pp. ED 053 788

Description of a project which trained 500 unemployed people from five cities. Each center (Baltimore, Chicago, Cleveland, Newark, and New York) developed its own method of recruitment, short term pre-employment training and job placement. The major objective was to provide more and better care for children and to open new career opportunities for the unemployed. The initial plan, evolvement, participation, sequence of events, problems and successes encountered, results and future implications of the program are described.

Cohen, Audry C. College for Human Services. A Model for Innovation in Urban Higher Education. New York: Women's Talent Corps. 1969. 29 pp. ED 049 457

A discussion of educational and economic opportunity for the poor by training them for paraprofessional jobs in human services. The College for Human Services is described in terms of its objectives, instructional techniques, clientele, faculty, and curriculum.

Dady, Milan B. (comp.), and others. An In-Service Training Manual for Teacher Aides. Morehead, Kentucky: Morehead State University. 1969. 228 pp. ED 044 549

A manual divided into 26 lessons discussing the functions of teacher aides, their relationships with the teachers and children and the part they play in an educational system. Some topics discussed were: the need for training teacher aides, group and individual training, child training, child behavior, characteristics of a good teacher, teaching methods, teacher and teacher aide relationships, slow learners, career opprotunities for teacher aides, and others.

Dokecki, Paul R., and others. The Training of Family Day Care Workers: A Feasibility Study and Initial Pilot Efforts. Final Report. Nashville: George Peabody College for Teachers, Demonstration and Research Center for Early Education. January 1971. 37 pp. ED 053 787

A study assessing existing day care facilities in homes and centers and soliciting day care information from other states. An obvious need for quality programs was found. A pilot program to improve the quality of care is described, using a home visiting method of training (DARCEE) for the Appalachian region. An analysis of preparation for developing a training program is included. Plans are discussed for utilizing the educational potential of family day care workers and the criteria for their selection.

Faulkner, Rosemary, and Connor, Thomas R. Evaluation of a Program of Training for Day Care Attendants. Montauge: Prince Edward Island New Start, Inc. May 1971. 34 pp. ED 052 447

A report hoping to prove rural disadvantaged young women can be trained for employment as day care attendants. It gives selection prerequisites and criteria. The program is described. No conclusions were drawn from the study.

Ferguson, Edward T. (ed.). Emerging Teacher Education Curricular Models. Leadership Training Series #33. Columbus: Ohio State University, Center for Vocational and Technical Education. January 1971. 188 pp. ED 047 162

Description of a seminar whose three primary objectives were 1) to provide an understanding of performance-based core concept of a model vocational technical teacher education curriculum, 2) to focus on an understanding of the administrator's role in implementing a core-based vocational technical education curriculum, and 3) to foster an understanding of the teacher educator's role in implementing vocational technical teacher education curriculum improvements.

Fowler, William. Demonstration Program In Infant Care and Education (September 1968-June 1971). Final Report. Toronto: Ontario Institute for Studies in Education. August 1971. 263 pp. ED 055 665

Description of an infant care center which, in addition to caring for advantaged and disadvantaged infants, serves as a training facility for infant caretaker-teachers. "Study of Student Development," pages 73-99, deals with training. This educational program shows the effect upon specific competencies needed for caring for infants rather than a general understanding of social rules and relationships.

Gartner, Alan. Course Outlines for a Two-Year Teacher Aide Program. New York: New York University, New Careers Development Center, January 1972. 51 pp. ED 057 019

Outline of a two-year training program including such courses as: school and community, instructional media, communication skills, curriculum methods, child development, and human service issues. Each course includes a statement of aims and objectives. The guide contains a scope and sequence chart plus guidelines for a four-year program.

Gelfand, Donna M. Training Program to Increase the Effectiveness of Personnel Teaching Retarded and Other Behaviorally Disadvantaged Children. Director's Report. Salt Lake City: University of Utah. 1970. 7 pp. ED 043 589

Description of a program conducted to develop effective individual and group training programs for a variety of professional and paraprofessional teaching personnel. The program identified sources of teacher error in the behavior modification programs taught individually to behaviorally retarded children. Training was conducted in three phases.

Glovinsky, Arnold, and Johns, Joseph P. Paraprofessional Training Project. Final Report. Detroit: Wayne County Intermediate School District. October 1970. 29 pp. ED 049 181

Report of a project which instructed 23 teams, each consisting of a central administrator, a building principal, a teacher working or planning to work with paraprofessionals, and two paraprofessionals, in how to train paraprofessional school personnel. The object of the program was to stimulate the development of new and more effective staffing practices by preparing and making effective use of paraprofessionals and assistant-certified personnel.

Haley, Frances (comp.). Colorado Innovates: A Directory of Alternative Teacher Education Programs. Boulder: Social Science Education Consortium, Inc. July 1971. 22 pp. ED 055 027

A list of innovative teacher education programs are all institutes of higher learning in Colorado. Directory includes contact with Deans of Education or Department Chairmen and interviews with staff members. Programs listed suggest a variety of approaches used.

Hamilton, Marshall L. Evaluation of a Parent and Child Center Program. June 1970. 16 pp. ED 045 189

Description of a program in which in-service training was given to mothers with children under three years of age who were involved in the program. Ten weeks of paid participation as a teacher aide were available to each mother. Nursery school experience, five days a week, eight or more hours a day, was included. Training for mothers involved development of the mother's self concept, general handling of the child, language development, physical care, and development of the child's gross and fine motor control. Post-test scores indicated a significant improvement in the amount and quality of developmental home stimulation.

Hammer, Edwin K. Review of the Literature in ECE, with Emphasis Upon Early Education of Handicapped Children: A Staff Training Manual. Volume I, No. 8. Austin: University of Texas, Department of Special Education. 1971. 48 pp. ED 055 389

A review relating the development of early education programs to the education of handicapped children. Several suggested types of early childhood intervention programs are mentioned. Literature relating to teaching strategies, techniques for observing emerging needs of children and the definition of the role of the early education teacher are reviewed.

Hodges, Walter L. A Teaching Learning Scheme for Teacher Training and Curriculum Development in Early Education. Conway: Arkansas State College. October 1970. 41 pp. ED 049 812

An outline of activities for both teachers and pupils including implications, some of which are: teachers must provide opportunities for the kinds of pupil behavior which can be reinforced, the teacher must approach teaching with an experimental attitude, teaching includes both active and passive processes, and early childhood education must continue to be acutely sensitive to the social and personal consequences of the progressive achievement decrement in disadvantaged children.

Huntington, Dorothy S. Programs for Infant Mothering to Develop a Sense and Competence in Infancy. Washington, D.C.: Children's Hospital of the District of Columbia. A paper presented at the biennial meeting of the Society for Research in Child Development, Minneapolis, Minnesota. April 3, 1971. 19 pp. ED 056 748

A paper dealing with behavior attitudes of people in poverty, their feeling of hopelessness, helplessness and lack of belief in their ability to change their situation. Suggests that when training disadvantaged child care workers one must show trainees what they are doing is important, its effects on the children and their chances for the future. The procedures for accomplishing this task are discussed.

Kirby, Fred W. An Administrator's Suggestions for a Sample Staff Training Program Sequence in an Early Childhood Education Center for Handicapped Children. Volume I, No. 2. Austin: University of Texas. 1971. 18 pp. ED 055 383

Description of a forty-hour staff training program. Some program aspects discussed are: education analysis, evaluative or diagnostic instruments, parental involvement, and individual conferences for program participants.

Lambright, Gale. Introduction to Young Exceptional Children: A Guide to Paraprofessionals. Volume I, No. 6. Austin: University of Texas, Department of Special Education. 1971. 17 pp. ED 053 387

A guide providing a very basic and simple introduction to exception children for paraprofessional staff. It is a combination of statements with simple illustrations accompanying them. Three examples of handicapped children, plus eight categories into which special education has classified these children, i.e., mentally retarded, visually handicapped, speech impaired, special health problem, aurally handicapped, physically handicapped, emotionally disturbed, and learning disabled, are included.

Love, Dan. Vocational Education for the Disadvantaged, A New Dimension. Los Angeles: Los Angeles City College. June 1970. 161 pp. ED 052 348

A discussion of possible training grounds intended to help in terms of vocational education programs. The three sections covered are: forming a base for programs, establishing the validity and justification for programs, and specific models and overall programs as a guideline to formulating long-range plans for vocational education for the disadvantaged.

MacFarlane, Ruth. Project Upbeat '69. Pasadena: Pasadena City College. June 1970. 113 pp. ED 043 571

Description of a nine-month training program for paraprofessionals with objectives of training indigenous nonprofessionals as teacher aides for employment in ghetto schools, getting the community college to come to terms with the need for a work-study training program, and meeting the current shortage of certified bilingual teachers. Twelve appendices include details of the objectives, correspondence, minutes of committee meetings, and the final evaluations of the trainees.

Meyen, Edward L. (ed.). The Missouri Conference on the Categorical/Non-Categorical Issue in Special Education. Columbia: University of Missouri. July 1971. 147 pp. ED 055 373

Discussion of preparing the school staff to accept responsibility for mildly handicapped children, providing teacher training experiences on a non-categorical basis, and substituting competency-based programs for structured courses.

Mirshfield, Marvin. Updating the Process and Content of Teacher Education Curriculums to Reach Disadvantaged Youth in Metropolitan Areas. Volume IX. Final Report. Philadelphia: Temple University. February 1971. 266 pp. ED 056 201

Report on an institute attended by 91 professionals from 22 states to examine ways to effect behavioral changes in power structures and decision policy makers. Abstracts of 14 presentations on the needs of economically and culturally disadvantaged youth are included. Some topics taken into account are: a status report on research on vocational teacher characteristics, preparing vocational teachers for the disadvantaged, law dimensions in teacher education, and current trends in vocational certification.

Nimnicht, Glen, and Wilson, Dee. A Preliminary Report on an Experimental Training Program for Head Start Teachers and Assistants. Berkeley: Far West Laboratory for Educational Research and Development. March 1969. 48 pp. ED 055 034

Report covering evaluation of preliminary field testing of a one-year experimental training program. It was designed to reach a larger number of Head Start teachers and teacher aides at a lower cost with an in-service program that was as good as an eight-week college program. The program consisted of a four-day workshop for 60 teachers and aides, participants receiving 16 in-service training units (which include learning episodes, films of model teachers, and a videotape).

O'Farrell, Brigid. A Study in Child Care (Case Study from Vol. II-A): "Life is Good, Right? Right!" Day Care Programs Reprint Series. November 1970. 57 pp. ED 051 910

A study reporting on daily teacher meetings held on curriculum planning and training. Information covers organization, staff training and resource use. The program emphasizes the development of the total child and concentrates on helping children to build a strong self-image.

Schmidt, Roger. The Preparation of Pre-Professional Teacher Aides in the Community College. 1971. 5 pp. ED 049 725

Statement describing opportunities by which community colleges can serve teacher aides by a low-cost continuation of their education and the chance to take courses with immediate application to their employment. Teacher aides are getting additional training through local certificate programs or through the college's general education programs.

Segner, Leslie, and Patterson, Charlotte. A Training Program in Infant Education for Paraprofessional Staff of Day Care Centers. New York: Holt, Rinehart and Winston. 1970. 22 pp. ED 046 883

Description of workshops held to train migrant women as teachers and aides for 25 infant education centers operated in public schools.

Sexton, William E., and Spencer, Albert. Less Than Baccalaureate Level Technical Education Programs in Higher Education. Washington, D.C.: American Association of State Colleges and Universities. June 1971. 31 pp. ED 057 191

Information on the involvement of four-year colleges and universities, based on a national survey, in less-than-baccalaureate level for technical education.

Soong, Robert F. Career Ladders and Core Curriculum in Human Services. Phase II, Final Report. Chicago: YMCA of Metropolitan Chicago. September 30, 1970. 23 pp. ED 047 141

Discussion of a program of exemplary education for career development of paraprofessionals in social and/or human services. The objective was to broaden the career ladders developed in Phase I and to extend core curriculum above and below the A.A. degree.

Student Teaching and Related Experiences. Toppenish: Center for the Study of Migrant and Indian Education. June 1970. 42 pp. ED 042 889

Report dealing with Central Washington State College's project concerned with education of migrant and Indian children with special emphasis on teacher education. The objectives were to identify teacher traits and methods of instruction to produce the most desirable learning environment, to identify problems that impede learning, to implement programs that enable students to meet identified challenges, and to prepare students for teaching assignments with migrant and Indian children.

Swift, Joan A. Human Services Career Program and the Community College. Washington, D.C.: American Association of Junior Colleges. 1971. 79 pp. ED 052 774

Discussion of occupational and professional programs in social services, health and education. The characteristics of each group of students are reviewed. Examples are given of existing programs in public and private community colleges.

Teacher and Teacher Aide Guide for Programs for the Education of Migrant Children. Austin: University of Texas, Education Agency. 1970. 33 pp. ED 049 872

Discussion of topics in relation to the Texas Child Migrant Program, including philosophy of migrant education, instructional programs, preschool programs, planning and preparation for preschool teachers and teacher aides, types of program structures, teacher-teacher aide interpersonal relationships, utilization of teacher aides, ancillary services, parental education, and the use of consultants from regional educational service centers.

Theimer, William C., Jr., and others. Projects in Progress: A Description of Learning Programs for the Disadvantaged. Stockton: University of the Pacific. April 1971. 44 pp. ED 055 042

Summary of the following projects: Program I - Classroom Instructional Techniques, Program II - Research and Teacher Education (RATE), Program III - Educational Professions Development Act, and Program IV - New Careers. The program, which was a joint project by Stockton and Sacramento City Unified School Districts in cooperation with the University of the Pacific, is coordinated with the undergraduate Teacher Corps Program and with the Career Development Program.

Training of Nonprofessionals in Early Childhood Education Centers. Volume I, No. 11. Austin: University of Texas, Department of Special Education. 1971. 85 pp. ED 055 392

Program written for personnel in early childhood education who are planning training programs for nonprofessionals. It outlines a program for training instructional aides involved in the teaching process, some major problems and guidelines for training and employing nonprofessionals in early childhood education.

Weingarten, Kenneth, and others. The Development of a Low-Cost Performance-Oriented Training Model. Alexandria: Human Resources Resarch Organization. December 1970. 13 pp. ED 050 313

Description of a training model with peer instruction in functional job-simulated contexts, as well as objectives and practical constraints which led to its development.

9 CURRICULUM DEVELOPMENT

Corley, Clifford L., and Koch, Norman E. Societal and Educational Projections Appendix A, Volume II, A Plan for Managing the Development, Implementation and Operation of a Model Elementary Teacher Education Program. Monmouth: Oregon College of Education. February 1970. 36 pp. ED 042 709

Paper identifying and describing background information and possible indicators for future planning of elementary education, as a prerequisite to planning realistic education programs for early childhood and elementary teachers. Considered developments include population and growth, changing cultural characteristics, and continued urbanization. Guideline trends in education are defined.

A Feasibility Study on the Model Elementary Teacher Education Program. Phase II, Volume I. Final Report. Amherst: University of Massachusetts. January 1970. 338 pp. ED 043 582

Study containing sections on pedagogical feasibility, in-service design, evaluation and research. Lists performance criteria and instructional alternatives, and evaluation procedure used to test the proficiency modules in five curriculum areas. Central findings of the feasibility study are included.

Garbin, A.P., and Vaughn, Derrald. Community Junior College Students Enrolled in Occupational Programs: Selected Characteristics, Experience, and Perceptions. Final Report. Columbus: Ohio State University, Center for Vocational and Technical Education. September 1971. 280 pp. ED 057 196

First of four planned publications on the results of a national survey regarding the understadning of enrollees in junior college occupational programs. Data sources were 5,000 students in vocational technical programs at 60 public community junior colleges. Recommendations resulting from the study are offered.

Gould, Samuel B., and others. New Dimensions for the Learner: A First Look at the Prospects for Non-Traditional Study. New York: Commission on Non-Traditional Study. September 1971. 72 pp. ED 055 967

Report examining all aspects of non-traditional post-secondary education, evaluating desirability and feasibility of such study, and looking into additional experimental models.

Henning, Michael B. PERT Application: Formation of An Advisory Committee at the Community College. 1971. 21 pp. ED 055 590

A paper recommending that before a community college offer a new occupational program an advisory committee be established to assist in setting standards for equipment and the instructional program with the aid of PERT. A model for PERT's application is presented.

Innovative Development of Course Context and Delivery. Chicago: YMCA and Career Options Research and Development. September 1971. 20 pp. ED 056 421

A Companion to books on functional task analysis for curriculum development. Subjects covered are: considerations governing the shape of curricula, traditional ways of building curricula, process and problems, new techniques using systems approach, and functional task analysis.

Schrupp, Harold A. A "Career Ladder" Approach to Junior College Curriculum. May 1971. 30 pp. ED 051 815

Paper defining a career ladder approach to curriculum; a rationale for developing such an approach, where efforts have been made to institute such plans or "New Careers"; and guidelines on how to develop them. Includes are examples of programs with related employment possibilities and suggested guidelines for building a "career ladder."

Systematic Approaches for Identifying and Organizing Content for Training Programs. Alexandria: Human Resources Research Organization. March 1970. ED 047 287

Examination of two aspects in the development of curricula listed for technical training programs: identification of curriculum content for specific cources of study and the organization of such content in training programs. Determining performance required, deriving training objectives, and basic content on training objectives are considered some aims.

Vocational Education: Innovations Revolutionize Career Training. Education U.S.A. Special Report. Washington, D.C.: National School Public Relations Association. 1971. 67 pp. ED 050 264

Report discussing innovations for new developments in the area of vocational education. The concept of occupational education for all ages, action taken at state levels, and trends in curriculum point out some of the specific developments. Guidance and counseling services and the accreditation, teacher education and certification problems are outlined. Project classification is included.

Weikart, David P. Relationship of Curriculum, Teaching and Learning in Preschool Education. Ypsilanti: High Scope Education Research Foundation. February 1971. 35 pp. ED 049 837

Discussion of the value and curriculum content of preschool education. A successful program requires an effective staff model which in turn relies on planning and supervision. Educators should feel free to develop any curriculum that can be adapted to the needs of the children and the requirements of their staff model. Planning and supervision are the keys to effectiveness.

10 FIELD-BASED TRAINING, INTERNSHIPS

Armstrong, Robert J., and others. Evaluation of Peabody Early Childhood Education Project, Academic Year 1969 - 1970. 1970. 97 pp. ED 052 141

Evaluation of a program assisting 51 women in becoming qualified, certified teachers of young children. All of the women were college graduates in fields other than education and most of them were mothers in the over-thirty age bracket. An intensive teacher preparation program using two features: 1) open education for young children and 2) participatory preparation for novice teachers.

Clegg, Ambrose, and Ochoa, Anna. Evaluation of a Performance-Based Program in Teacher Education: Recommendations for Implementation. Seattle: University of Washington, College of Education. August 1970. 80 pp. ED 057 017

Evaluation of an experimental model for teacher education which was implemented in 1969-1970 with the major objective of building a field-based program using predefined behavioral objectives and their accompanying performance criteria with an instructional program integrating theoretical knowledge with practical

experience. Twenty trainees were selected for the program by grade-point average and personnel interview. Cooperating teachers were provided with in-service training. The report includes sequence charts of program development and lists of sample performance objectives and evaluation criteria.

Cooperative Teacher Education Program. Alamosa: Adams State College of Colorado. 1970. 33 pp. ED 053 065

A work-substitute program allowing students to complete the quivalent of 30 to 60 quarter hours of work in professional education over a span of two consecutive college quarters. The program description includes a schedule, a list of behavioral objectives and concepts for student teachers, and results of the pilot evaluation.

Lefforge, Orland S. Inservice Training as an Instrument for Change. Gainsville: Florida University, Institute of Higher Education. September 1970. 61 pp. ED 055 577

Description of a plan for improving community college instruction using an in-service training program. It includes an implementation model based on both program and instructor evaluation. In-service training techniques rather than traditional, university, hours-of-credit orientation are explored.

Hrivnak, Joseph T. The Use of Interaction and Feedback in an Inservice Education Model. Pittsburgh: University of Pittsburgh, School of Education. Doctoral dissertation. 1970. 118 pp. ED 050 036

Description of the use of small group interaction sessions and individual feedback to assist teachers in professional development. The competencies used as content dealt with teacher classroom behavior. Feedback consisted of classroom observation and conferences with the teachers as they implemented behavior. Students' evaluation showed that the model was useful in assisting and developing and refining these competencies.

New Directions in Teacher Education. Seattle: University of Washington, College of Education. February 1970. 14 pp. ED 045 547

Booklet describing eight University of Washington teacher education projects in the academic year 1969-1970. The objectives were to develop and test various performance-based, field experience approaches and a management system in which the university and cooperating school districts provided release time for selected school personnel to serve as mid-managers.

The New York State Experimental Pre-Kindergarten Program. Summer Report, 1969-1970. Albany: New York State Education Department, Bureau of Child Development and Parent Education. November 1970. 55 pp. ED 049 814

Report including a partial evaluation of the accomplishments of the New York pre-kindergarten program as compared to its stated goals. It is based on questionnaire responses by 49 of 50 programs, which include seven demonstration centers for in-service education.

Oaklander, Harold. Some Unanticipated Effects of Advanced Education on a Critical Professional Manpower Resource, the Inservice Teacher. 1969. 252 pp. ED 044 350

An analysis of the educational attainment of teachers, based on the theory that educational preparation beyond the necessary level is beneficial to the teacher, the school students, and the educational administration. The results cannot be interpreted as proving either that career change is detrimental or that increased career change is caused by additional education.

Undergraduate Urban Teacher Education Program, State University College at Buffalo. Buffalo: State University College at Buffalo. 1970. 111 pp. ED 052 134

Presentation of a program to improve education in public schools by differentiating staffing patterns, training teachers for service in urban areas through planned practicum combined with professional courses taught on-site with competency-based criteria. The program is described, and the report includes budget outline, the original program proposal, forms used in the program, and the in-service course curriculum outline.

Verduin, John R., Jr., and Heinz, Charles R. Pre-Student Teaching Laboratory Experiences. 1970. 134 pp. ED 044 364

A paperback publication broken down into three parts, the second and third more pertinent. Part 2 deals with the methods, models and techniques and provides an instruction model of seven components. It includes entering behavior assessment, student performance, and learning unit and procedure. Part 3 deals with types of experiences for moving trainees into direct contact with teaching-learning situations.

11 TRAINING TECHNIQUES

Chase, Shirley A., and others. Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase IX, Micro-Supervision. Final Report. Columbus: Ohio State University, Center for Vocational and Technical Education. October 1971. 51 pp. ED 057 194

Report of a project designed to study the feasibility of applying microteaching and video recording techniques in preparation of vocational teacher educators. No significant difference was found in effectiveness on supervisory performance or in expressed satisfaction between two groups studied.

Gelfand, Donna M., and others. A Videotape-Feedback Training Method to Teach Behavior Modification Skills to Nonprofessionals. Cheney: Eastern Washington State College. Paper presented at the Western Psychological Association Convention, San Francisco. April 21, 1971. 26 pp. ED 056 314

Report on the training of three nonprofessionals to become effective behavior modification agents (therapists). Feedback training resulted in improvement of therapists' and children's performance. Results indicated that detailed training and close scrutiny are required for providing a wide range of nonprofessionals with behavior modification skills.

Harrington, Fred W., and Doty, Charles R. Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Feedback Techniques for In-Service Technical Teacher Education. Final Report. Columbus: Ohio State University, Center for Vocational and Technical Education. October 1971. 53 pp. ED 057 197

Report of a project to find more effective and efficient ways of using micro-teaching and video recording in programs of vocational teacher education. It was a field test of the feasibility and potential applicability of four related feedback and analysis techniques used in an in-service teacher education program for instructors in a technical institute setting.

Kelly, Patricia Smith, and others. Assessment of Micro-Teaching and Video Recording in Vocational and Technical Teacher Education: Phase VIII, Feasibility of Remote Supervision of Home Economics Students. Final Report. Columbus: Ohio State University, Center for Vocational and Technical Education. November 1971. 72 pp. ED 057 201

Report of a study designed to determine the feasibility of remote supervision of college students during pre-service teaching experience. The results indicated that alternative methods of college supervision are feasible in terms of student teacher improvement in specific teaching skills and teaching confidence.

12 CHILD CARE PROGRAM DESCRIPTIONS

Bernbaum, Marcia. Early Childhood Programs for Non-English Speaking Children. OCD Topical Paper. Urbana: ERIC Clearinghouse on Early Childhood Education. May 1970. 70 pp. ED 054 872

Guidelines based on research and reports from bilingual preschool programs to assist teachers and administrators interested in the general problems of bilingualism and in bilingual education. The document also lists handbooks recommended for teacher-administrators and materials useful for teachers.

Curran, Joseph R., and Jordan, John W. The KLH Experience: An Evaluative Report of Day Care Action at the KLH Child Development Center. Cambridge: KLH Child Development Center, Inc. 1970. 145 pp. ED 055 657

Document providing a history and background of this industry-based, experimental day care center. It includes administrative aspects, state regulations, tuition, admission policies and staffing information.

Demenberg, Victor H. (ed.). Education of an Infant and Young Children. 1970. 150 pp. ED 048 930

Collection of papers bringing together information on conditions aiding maximum learning potential and behavior development of very young children. Some topics covered are the need for education to start very early in infants' lives, recent European experience with day care centers, and some experimental regimens for enriching the education experience of very young children.

Deutsch, Martin, and others. Regional Research and Resource Center in Early Childhood. Final Report. New York: New York University, Institute for Developmental Studies. June 1, 1972. 172 pp. ED 055 649

Presentation of a five-year curriculum from pre-kindergarten through third grade. The findings revealed that there was no significant difference between the groups on measures where rote memory or mechanical operations were important. But both cognitively- and linguistically-based operations, which were the more effective elements of the curriculum, showed such differences. Twenty-four tables of descriptive data are included. The appendix lists 51 tables of statistical analysis.

Elliot, David L. "Beyond Open Education": Getting to the Heart of Curriculum Matters. Urbana: ERIC Clearinghouse on Early Childhood Education. September 1971. 33 pp. ED 056 756

A document dealing with Pacemaker British Infant Schools. Some of the qualities of open education are discussed and contrasted with those of traditional school programs. Suggestions for developing pacemaker caliber schools in the U.S. are examined.

An Evaluation of the Extended Kindergarten Program. Albany: New York State Education Department. September 1969. 90 pp. ED 049 325

Evaluation of an all-day kindergarten experimental program whose objective was to identify and develop the learning styles of the children through a wide variety of school experiences and exposure to multi-media educational approaches with heavy emphasis on cognitive skills, language development and mathematical and social concepts.

How to Operate Your Day Care Center. Wyomissing, Pennsylvania: Ryan Jones Associates, Inc. 1970. 216 pp.

Manual to assist Pennsylvania communities in designing and implementing comprehensive child development day care programs in compliance with Federal Inter-Agency guidelines. The bibliography is divided into categories of health, nutrition, social services, preschool, infants and toddlers, school age, and others for useful contacts and resources.

Kindergarten: Who, What, Where? Atlanta: Georgia State College, Department of Education. 1969. 68 pp. ED 049 829

Pamphlet including articles and papers dealing with the importance of a good kindergarten for mental, physical and social development of the child. Some of the articles discuss early childhood needs and kindergarten programs, the personality and role of a good kindergarten teacher, and parent involvement.

Lewis, Anne. Preschool Breakthrough: What Works in Early Childhood Education. Washington, D.C.: National School Public Relations Association. 1970. 50 pp. ED 054 846

Document reviewing new philosophies and old controversies of early childhood education, research results from private and public sources, and a guide to Federal funding policy. Included is a listing of sources from which additional information about major trends in preschool education may be obtained.

Linford, Maxine D., and others. Systematic Instruction for Retarded Children: The Illinois Program. Part III: Self-Help Instruction. Urbana: University of Illinois, Institute of Research for Exceptional Children. August 1970. 150 pp. ED 056 448

An instruction manual in self-care skills for trainable mentally handicapped children consisting of dressing, dining, grooming, and toilet training. Behavior analysis and management, task analysis, and errorless learning are teaching methods used.

Neighborhood House Child Care Services, Seattle, Washington: Seattle's Answer to Child Care Problems of Low-Income Families. Seattle: American Institute for Research. 1970. 22 pp. ED 045 213

Description of a Head Start center which utilized one of three models: Human Development Model, Responsive Environment Model, and Social Reinforcement Model. Each teacher chose the model she felt was most appropriate for her class. The program's two components were made up of three classrooms in the center and ten homes in four housing project sites run by mothers carefully screened for the task.

Pre-School Children in Residential Care: Report on Work Carried Out up to December, 1969. London: London University, Institute of Education. 1970. 9 pp. ED 055 655

A statistical survey of characteristics of children (0-5 years), a study of two-year olds in residential nurseries compared to working class children living at home, a study of language development, and an observational study of how environment affects psychological development. An emphasis is placed on the comparison of the staff's speech and actions in different nurseries.

Rambusch, Nancy McCormick. Views on Pre-School Education and Day Care. 1969. 10 pp. ED 040 753

Discussion of the need for early education programs especially for disadvantaged children and children of working mothers. Emphasis is placed on meeting the child's cognitive needs rather than on providing him with just a place to stay. Recommendations are made for early education, child care, and training for mothers.

Sale, June Solnit, and Torres, Yolanda Ledon. I'm Not Just a Babysitter: Descriptive Report of Community Family Day Care Project. Pasadena: Pacific Oaks College. July 1971. 217 pp. ED 056 758

Report describing the first year's operation of the Community Family Day Care Project. The goals of the project are extensively covered within the report and deal with a multi-racial low-income neighborhood in Pasadena. Information on recruitment of participants, a survey of child care facilities in Pasadena, a description of support services, and a bibliography is included.

Teaching Disadvantaged Children in the Infant School. Swansea (Wales): University College of Swansea, Department of Education. 1970. 68 pp. ED 042 840

Collection of articles presented at the Conference on Compensatory Preschool Education, i.e., Compensatory Education and The Infant School, and Compensatory Programs and Early Childhood Education in the U.S.

Wang, Margaret C., and others. PEP in the Frick Elementary School: Interim Evaluation Report of the Primary Education Project, 1968-1969. Pittsburgh: University of Pittsburgh, Learning Research and Development Center. 1970. 48 pp. ED 047 973

Discussion of the Primary Education Project, which developed an individualized early learning program serving children three years old through the primary grades. It describes the first year results, with emphasis on student's progress in cognitive learning.

Weikart, David P., and others. The Cognitively Oriented Curriculum: A Framework for Preschool Teachers. Final Report. Volume I. Ypsilanti: Ypsilanti Public Schools. August 1970. 227 pp. ED 044 535

Description of cognitively-oriented curriculum based on Piagetian theory used in the Perry Preschool Project. Other topics covered include: classroom routine and equipment and their importance to the curriculum, language learning, sociodramatic play, and planning curriculum.

White, Burton L. Competence in Young Children. Cambridge: Harvard University, Center for Research and Development in Educational Differences. March 1969. 55 pp. ED 032 124

Discussion in four papers of the Harvard Preschool Project. The project goal is to learn to structure the experiences of the first six years of life so as to fully develop human competence. A list of differentiating abilities (some social and some nonsocial) is included, as well as an instrument for codification of moment-to-moment behavior on the basis of inferred purpose.

Winkelstein, Ellen. A Community University Model for Urban Preschool Education. A paper presented at the American Educational Research Association Annual Meeting. February 4, 1971. 14 pp. ED 047 373

A report on teaching teams jointly formed by community and university for 39 children aged 3 to 5. A means whereby an urban community can operate a preschool program was achieved. The community made ultimate decisions, the community and university provided a training program for students and parents. Finally, together the community and university administrated program decisions and planned curriculum. Model evaluation data was compiled from parent interviews and students' written reports.

York, Mary Elizabeth. A Guide to the Planning and Operating of a Child Development Center for Migrant Children and Report of the Hoopsten Child Development Project of the Illinois Migrant Council and the University of Illinois. Urbana: University of Illinois, College of Education, Hoopsten Child Development Center. August 1970. 374 pp. ED 049 838

Discussion of such areas as the role of migrant representatives, the children, the professional and volunteer staff, staff recruitment and training, comprehensive services, parent involvement, and educational programs, methods, goals and curriculum. Appendices comprise approximately three-fourths of the document and include supplemental materials and reports.

13 OTHER BIBLIOGRAPHIC SOURCES

Abstracts of Research and Related Materials in Vocational and Technical Education. Fall 1971. Columbus: Ohio State University, Center for Vocational and Technical Education. 1971. 214 pp. ED 057 216

Among subjects covered are administration and supervision, employment and occupations, individuals with specific needs, etc.

Bernbaum, Marcia (comp.). Educational Television for Preschool and Kindergarten Children: Abstract Bibliography. Urbana: ERIC Clearinghouse on Early Childhood Education. October 1971. 26 pp. ED 056 755

Bibliography containing preschool educational television documents, abstracts of five volumes evaluating the first year of "Sesame Street," eight studies describing various aspects of the Appalachia Preschool Television Program, television series to teach English to Spanish-speaking preschoolers, and a comparative study of current educational television programs for preschoolers.

Bernbaum, Marcia (comp.). Early Language Development: An Abstract Bibliography. Urbana: ERIC Clearinghouse on Early Childhood Education. October 1971. 29 pp. ED 056 754

Bibliography compiled to alert educators to early language development documents in ERIC. It includes published and unpublished studies on early language acquisitions, reviews of language research, language curriculum practices to improve language skills in young children.

Directed Research Program in Reading, Early Childhood, Vocational Education, School Organization and Administration. FY 1972-FY 1976. Washington, D.C.: HEW, Office of Education, National Center for Education Research and Development. May 1970. 73 pp. ED 051 871

Profiles of development plans for each of the four areas against a timetable covering Fy 1971-1976. Problems, objectives and strategies for development of activities are described.

Gartner, Alan, and Johnson, Harriet. An Examination of College Programs for Paraprofessionals. New York: New Careers Development Center. October 1970. 42 pp. ED 050 474

Study focusing on programs designed for full-time paraprofessional employees in human service agencies who are given time off and full pay to attend school. Findings from questionnaire returns from 162 programs reveal, for example, that most programs are in the field of education and are of recent origin.

Good References on Day Care. Federal Panel on Early Chi dhood. Washington, D.C.: HEW, Social and Rehabilitation Service, Children's Bureau. July 1968. 22 pp.

Annotated bibliography covering day care guides and standards, environmental standards, education and child development, social services, health and nutrition, training of staff, parent involvement, administration and coordination, and evaluation.

Goolsby, Thomas M., Jr., and Darby, Barbara M. A Bibliography of Instrumentation Methodology and Procedures for Measurement in Early Childhood Learning. Athens: University of Georgia, Research and Development Center in Educational Stimulation. May 1969. 21 pp. ED 046 978

Evaluation program by the University of Georgia in early childhood education, consisting of a search of literature pertaining to instrumentation, methodology, and procedures for measuring the growth of young children. Report includes sections on studies in early childhood learning, appropriate standardized tests, experimental instruments, studies on teacher attitudes toward early childhood education, and others.

Hammer, Edwin K. Review of the Literature in Early Childhood Education with Emphasis Upon Early Education of Handicapped Children: A Staff Training Manual. Volume I, No. 8. Austin: University of Texas, Department of Special Education. 1971. 48 pp. ED 055 389

Review covering several types of early childhood intervention programs and the definition of the role of the early education teacher.

Howard, Norma Kemen (comp.). Day Care: An Annotated Bibliography. Urbana: ERIC Clearinghouse on Early Childhood Education. June 1971. 19 pp. ED 052 823

Bibliography covering such specific topics as program, staff, building, equipment, licensing and standards, etc., in day care.

Kaufman, Martin. Selected Bibliography and Notations: Parents, Teacher Aides, and In-Service Education. Volume I, No. 7. Austin: University of Texas, Department of Special Education. 1971. 41 pp. ED 055 388

Bibliography with emphasis on parents, teacher aides, and in-service education on utilization of parents as teacher aides in school and at home. Deals with such topics as teacher-parent cooperation, paraprofessional programs, and instruction and utilization of parents and the home in early childhood programs for the exceptional child.

Kay, Patricia M., and others. Performance-Based Certification. New York: City University of New York, Office of Teacher Education. June 1971. 62 pp. ED 056 991

Annotated bibliography with references divided into five sections: teacher certification and selection; teacher education; modeling, feedback and audio-visual media techniques; observation, measurements and evaluation; and research on teacher characteristics.

Kremer, Barbara (comp.). Parent Education: Abstract Bibliography. Urbana: ERIC Clearinghouse on Early Childhood Education. October 1971. 39 pp. ED 056 782

Bibliography on parent education in homes by teachers and paraprofesionals who work with parent and child on an individual basis.

Maddox, Marion E. An Annotated Bibliography for Occupational Surveys. Little Rock: Arkansas State Department of Education. 1969. 23 pp. ED 043 753

Bibliography covering such subjects as teacher educators, state vocational staff, and local occupational teachers.

Performance-Based Teacher Education: An Annotated Bibliography. Washington, D.C.: American Association of Colleges for Teacher Education. 1971. 37 pp. ED 050 034

Bibliography of documents and journals published between 1967 and 1970. Entries are grouped in six sections, the first of which is characteristics of actual or proposed programs of performance-based teacher education.

Poliakoff, Lorraine (comp.). Preparing School Personnel: Early Childhood Education. Washington, D.C.: ERIC Clearinghouse on Teacher Education. September 1970. 12 pp. ED 043 581

Bibliography of works from 1964-1969 on means and methods by which school personnel are prepared to work with preschool-age children in such settings as Head Start programs and nursery and kindergarten classes.

Program-Project Resumes, 1969-1970. *Urbana: National Laboratory on Early Childhood* Education, National Coordination Center. 1970. 360 pp. ED 042 503

Collection of 120 project resumes, a survey of programs, projects, and activities in progress at the National Coordination Center and at each center associated with the National Laboratory on Early Childhood Education. Each resume includes a capsule statement of goals, rationale, method, characteristics of users, expected results, and evaluation procedures.

Searcy, Ellen Ouhl. Federal Early Childhood Programs: A Description and Analysis of Research, Child Care, State Grant and Teacher Training Programs Pertaining to Young Children. Interim Report. St. Ann, Missouri: Central Midwestern Regional Educational Laboratory. December 1970. 255 pp. ED 050 299

Report containing information about a wide variety of educational programs of the Office of Child Development, the U.S. Office of Education, the National Institute of Mental Health, etc. Section III gives "fact sheets" for each program which is focused on Early Childhood Research and for relevant miscellaneous programs.

Sussman, Marvin B., and others. Selected References on Paraprofessionalism and Rehabilitation Counseling. Rehabilitation Occupations for the Disadvantaged and Advantaged; A Program of Research on Occupations and Professions in the Field of Rehabilitation. Cleveland: Case Western Reserve University, Department of Sociology. May 1971. 53 pp. ED 056 268

Result of a literature search to find books, articles, pamphlets and publications centered around paraprofessional and professional roles. The following areas are covered: professional characteristics, professional/paraprofessional roles and relationships, paraprofessional career ladders and training, client versus organization identification, and community issues.

Teacher Aides and Nonprofessional Personnel: Exceptional Child Bibliography. Arlington: Council for Exceptional Children, Information Center on Exceptional Children. February 1971. 20 pp. ED 054 576

Annotated bibliography with 85 entries covering such topics as texts, journal articles, research reports, program guidelines and other literature.

Vocational Training: Exceptional Child Bibliography Series. Arlington: Council for Exceptional Children, Information Center on Exceptional Children. February 1971. 25 pp. ED 053 515

Bibliography of listings related to both handicapped and gifted children. Eighty-eight references dealing with vocational education and rehabilitation, pre-vocational preparation, work-study programs, sheltered workshops, job placement, etc.

ERIC DESCRIPTORS RESEARCHED
FOR ITEMS RELEVANT TO THIS STUDY.

Attendant Teaching
Associate Degrees
Certification
Child Care Occupations
Child Care Workers
Child Development Centers
Community Colleges
Complexity Level
College School Cooperation
Cooperative Training
Credentials
Critical Incidents Method
Curriculum
Curriculum Development
Curriculum Development Projects
Curriculum Development Evaluation
Day Care Centers
Day Care Programs
Day Care Services
Differentiated Staffs
Early Childhood Education
Education Certificates
Employee Evaluation
Employment Qualification
Experimental Teaching
Field Experience Programs
High School College Cooperation
In-Service Courses
In-Service Education
In-Service Teacher Education
In-Service Teacher Training
Instructional Materials
Internship Programs
Job Analysis
Job Mobility
Job Redesign
Job Skills
Job Training
Junior Colleges
Licensing
Manpower Utilization
Methodology
Microteaching
Nonprofessional Personnel
Nursery Schools
Occupational Clusters
Occupational Home Economics
Occupational Mobility
Occupational Surveys
Off the Job Training
On the Job Training
Paraprofessional School Personnel
Personnel Evaluation
Pilots Projects
Post Secondary Education
Practicum
Practicum Supervision
Prekindergarten
Prekindergarten Classes
Prekindergarten Teachers
Preschool Children
Preschool Curriculum
Preschool Education
Preschool Evaluation
Preschool Learning
Preschool Programs
Preschool Teachers
Preschool Workshops
Pre-Service Education
Project Training Methods
Residential Care
Service Occupations
Skill Analysis
Skill Centers
Special Degree Programs
Staff Evaluation
State Licensing Boards
Structural Analysis

Subprofessionals

Supervisory Training

Task Analysis

Task Performance

Teacher Administrator Relationship

Teacher Assistants

Teacher Background

Teacher Certification

Teacher Education

Teacher Education Curriculum

Teacher Experience

Teacher Interns

Teacher Qualifications

Teacher Aides

Teaching Experience

Teaching Models

Teaching Programs

Teaching Skills

Technical Education

Training Objectives

Training Techniques

Vocational Competencies

Vocational Education

Vocational Work Experience

Welfare Services

Work Experience Programs

Work Simplication

Work Study Programs

Work Evaluation